



Find ways to transfer functional skills

- ❖ Competencies to pursue in: Supported Employment, Vocational Training, Four Year College, Competitive Employment
- ❖ Community Based Vocational Exploration (criteria, notification for CBVE, vocational evaluation, functional skills inventory, community based vocational agreement, cooperative training agreement)
- ❖ Vocational Placement and Careers
- ❖ Transition assessment tools (task analysis record, situational assessment, career development checklist)
- ❖ Overview of Work Programs
- ❖ Project Skills
- ❖ Community Campus in Sioux Falls
- ❖ Postsecondary Education
- ❖ Transition Checklist: planning for learning after high school

Student:_____Date
Completed:_____
School:_____Grade:_____
Completed By:_____

Please complete using the following code:

- + to indicate mastery of skill listed
- to indicate an area which requires instruction
- V to indicate that one or more verbal prompts are needed
- A to indicate that advocacy is needed
- * to indicate that assistive technology is needed

SUPPORTED EMPLOYMENT

SELF-DETERMINATION Competencies needed to understand one's abilities, needs and rights. Although the individual may not be able to act as his/her own advocate, family and professionals may assume that role.

- _____ 1. Knows where to get assistance when needed
- _____ 2. Asks for assistance when needed
- _____ 3. Can explain own disability
- _____ 4. Can accept disability
- _____ 5. Can describe successful coping behaviors
- _____ 6. Takes responsibility for appointments during school
- _____ 7. Takes responsibility for appointments outside school
- _____ 8. Demonstrates ability to act as own advocate
- _____ 9. Understands need for goals
- _____ 10. Looks at alternatives
- _____ 11. Anticipates consequences
- _____ 12. Knows where to find good advice
- _____ 13. Is self-accepting
- _____ 14. Identifies and requests appropriate accommodations

ACADEMIC AND LIFELONG LEARNING: Academic and functional competencies needed to pursue and benefit from future educational and learning opportunities.

Communicates Adequately with Others

- _____ 1. Speaks at a level needed for projected adult living and work environments
- _____ 2. Understands communications necessary to complete a task
- _____ 3. Reads at a level needed for projected adult living and work environments
- _____ 4. Writes at a level needed for projected adult living and work environments
- _____ 5. Possesses math skills needed for projected adult living and work

- _____ environments
- _____ 6. Uses a calculator accurately to compute basic math problems
- _____ 7. Makes local telephone calls
- _____ 8. Responds appropriately to incoming telephone calls
- _____ 9. Uses a pay telephone
- _____ 10. Accurately uses TDD or Relay South Dakota (hearing impaired students only)

Lifelong Learning

- _____ 1. Follows a problem solving strategy
- _____ 2. Makes choices
- _____ 3. Understands cause/effect relationship
- _____ 4. Discriminates size, shapes, and colors
- _____ 5. Follows sequence of steps
- _____ 6. Identifies community resources
- _____ 7. Attends during instruction
- _____ 8. Follows verbal directions
- _____ 9. Follows written directions
- _____ 10. Remains on-task
- _____ 11. Is able to verbalize understanding of instructions given
- _____ 12. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently as possible and desired.

Housekeeping

- _____ 1. Selects adequate housing
- _____ 2. Maintains a comfortable room temperature
- _____ 3. Gathers housekeeping supplies
- _____ 4. Strips and makes beds
- _____ 5. Recognizes when specific things need cleaning
- _____ 6. Cleans bathroom fixtures
- _____ 7. Cleans floors
- _____ 8. Collects and disposes of trash
- _____ 9. Vacuums carpet
- _____ 10. Dusts furniture
- _____ 11. Performs dishwashing tasks
- _____ 12. Cleans refrigerator and freezer

Food Preparation

- _____ 1. Sets and clears table
- _____ 2. Follows simple recipes
- _____ 3. Plans nutritious meals
- _____ 4. Makes purchases from a grocery store
- _____ 5. Stores food properly

- _____ 6. Prepares food from packages
- _____ 7. Operates small appliances
- _____ 8. Operates a microwave oven
- _____ 9. Operates a conventional oven/stove

Clothing Care

- _____ 1. Sorts laundry according to care label
- _____ 2. Load/unloads washer/dryer
- _____ 3. Chooses and measures detergent
- _____ 4. Starts washer/dryer
- _____ 5. Folds laundry
- _____ 6. Puts away folded laundry
- _____ 7. Recognizes when clothing repair is necessary
- _____ 8. Performs simple mending

Manage Clothing

- _____ 1. Puts possessions in designated place (i.e. locker)
- _____ 2. Adjusts own clothing
- _____ 3. Identifies own clothing
- _____ 4. Keeps track of personal items
- _____ 5. Chooses clothing appropriate to environment
- _____ 6. Shops for and chooses own clothing
- _____ 7. Utilizes comparison shopping techniques
- _____ 8. Chooses and wears clothing appropriate in size, color, pattern and style

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Exhibits Proper Grooming and Hygiene

- _____ 1. Maintains a clean body
 - _____ a. Consistently washes using soap
 - _____ b. Consistently uses deoderant
- _____ 2. Maintains a neat appearance
- _____ 3. Locates public restroom
- _____ 4. Has own grooming supplies available
- _____ 5. Initiates use of tissue
- _____ 6. Practices good oral hygiene

Manages Meals Away From Home

- _____ 1. Uses cafeteria or restaurant independently
- _____ 2. Reads and chooses from menu
- _____ 3. Orders meal according to available funds
- _____ 4. Pays for meal, including tip

Manages Personal Health Needs

- _____ 1. Practices preventive health care
- _____ 2. Treats minor illnesses
- _____ 3. Determines temperature by reading thermometer
- _____ 4. Recognizes emergency situations
- _____ 5. Implements emergency procedures
- _____ 6. Knows when and how to seek medical advice
- _____ 7. Takes prescription and non-prescription medicines appropriately

LEISURE: Academic and functional competencies, interests and self-expression of the individual that can lead to enjoyable and constructive use of leisure time.

- _____ 1. Participates in age-appropriate individual activities
- _____ 2. Participates in simple interactive games
- _____ 3. Demonstrates cooperative skills
- _____ 4. Chooses appropriate free time activity
- _____ 5. Initiates involvement in recreation/leisure activities
- _____ 6. Plans and attends activities outside the home
- _____ 7. Entertains friends and others at home

MOBILITY: Academic and functional competencies needed to interact and travel within and outside of the community.

- _____ 1. Demonstrates knowledge of traffic rules
- _____ 2. Demonstrates knowledge of safety practices
- _____ 3. Reads and interprets public transportation schedules
- _____ 4. Demonstrates appropriate behavior needed for use of public transportation
- _____ 5. Is able to locate and get to relevant community resources
- _____ 6. Has a means of transportation for accessing community environments

MONEY -MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

- _____ 1. Identifies money and makes correct change
- _____ 2. Plans and uses a simple budget
- _____ 3. Utilizes comparison shopping techniques
- _____ 4. Pays bills on time
- _____ 5. Maintains a checking account
- _____ 6. Maintains a savings account
- _____ 7. Keeps basic financial records
- _____ 8. Identifies resources for insurance
 - _____ a. health
 - _____ b. auto
 - _____ c. personal property
 - _____ d. life

- _____ e. disability
_____ 9. Files personal income tax

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction With Others

- _____ 1. Speaks in appropriate tone of voice
_____ 2. Makes eye contact
_____ 3. Deals with anger appropriately
_____ 4. Accepts responsibility for actions
_____ 5. Is able to delay gratification
_____ 6. Dresses appropriately for occasion
_____ 7. Expresses affection appropriately
_____ 8. States disagreement appropriately
_____ 9. Compromises when needed
_____ 10. Is honest
_____ 11. Respects the property of others

Initiates Interaction With Others

- _____ 1. Initiates conversation appropriately
_____ 2. Greets others appropriately
_____ 3. Seeks attention appropriately
_____ 4. Disagrees appropriately
_____ 5. Initiates apology as needed
_____ 6. Introduces self to others

Responds to Social Contacts

- _____ 1. Respects "personal space" of others
_____ 2. Avoids inappropriate gestures
_____ 3. Takes turns in conversation
_____ 4. Responds appropriately to teasing
_____ 5. Manages frustration appropriately
_____ 6. Responds appropriately to feedback
_____ 7. Recognizes informal social rules
_____ 8. Participates in group activities
_____ 9. Resists peer pressure
_____ 10. Makes refusals appropriately
_____ 11. Accepts "no" for an answer
_____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behavior, such as endurance and working continuously, responding appropriately to instructions, ability to work under pressure. Knowledge of occupational alternatives and self-awareness of needs, preferences and abilities related to occupational alternatives.

Exhibits Appropriate Work Habits and Behaviors

- _____ 1. Displays acceptable attendance
- _____ 2. Displays acceptable punctuality
- _____ 3. Checks in with supervisor
- _____ 4. Responds appropriately to criticism
- _____ 5. Works without complaining
- _____ 6. Maintains productivity with change in routine
- _____ 7. Listens to and follows instructions
- _____ 8. Remembers instructions from day to day
- _____ 9. Pays attention to work
- _____ 10. Displays initiative
- _____ 11. Seeks help when needed and waits for assistance
- _____ 12. Continues working in spite of difficulties
- _____ 13. Organizes work efficiently
- _____ 14. Follows safety procedures
- _____ 15. Follows work schedule
- _____ 16. Records time worked
- _____ 17. Maintains work productivity with reduced supervisor contacts
- _____ 18. Independently awakens each day in time to meet appointments/
maintain schedule
- _____ 19. Demonstrates balance and coordination necessary for lifting,
carrying, etc.
- _____ 20. Demonstrates manual dexterity necessary for grasping, stacking,
turning, unwrapping, transferring, etc.
- _____ 21. Demonstrates stamina and endurance required to work at a job
_____ hours
- _____ 22. Identifies occupational aptitudes
- _____ 23. Identifies occupational interests
- _____ 24. Identifies requirements of available jobs
- _____ 25. Makes realistic occupational choices
- _____ 26. Recognizes and uses break time appropriately

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

- _____ 1. Demonstrate ability to learn job specific skills
- _____ 2. Demonstrates ability to maintain employment in the community
- _____ 3. Improves quality of work with experience
- _____ 4. Improves quantity of work with experience
- _____ 5. Does more work than assigned

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.

Student:_____ Date Completed:_____
School:_____ Grade:_____
Completed By:_____

Please complete using the following code:

- + to indicate mastery of skill listed
- to indicate an area which requires instruction
- * to indicate that assistive technology is needed

VOCATIONAL TRAINING

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

- _____ 1. Knows where to get assistance when needed
- _____ 2. Asks for assistance when needed
- _____ 3. Can explain own disability
- _____ 4. Can accept disability
- _____ 5. Can describe successful coping behaviors
- _____ 6. Takes responsibility for appointments during school
- _____ 7. Takes responsibility for appointments outside school
- _____ 8. Demonstrates ability to act as own advocate
- _____ 9. Understands need for goals
- _____ 10. Looks at alternatives
- _____ 11. Anticipates consequences
- _____ 12. Knows where to find good advice
- _____ 13. Sets immediate goals
- _____ 14. Sets long-term goals
- _____ 15. Is self-accepting
- _____ 16. Identifies and requests appropriate accommodations
- _____ 17. Is familiar with ADA and education/employment rights

ACADEMIC AND LIFELONG LEARNING: Competencies needed for future education.

English Skills

- _____ 1. Has reading skills that are adequate for college program selected
- _____ 2. Uses dictionary
- _____ 3. Demonstrates basic grammar, punctuation, and spelling skills
- _____ 4. Can develop sentences into paragraph
- _____ 5. Can develop outline
- _____ 6. Writes about own experiences
- _____ 7. Demonstrates adequate keyboarding skills OR is willing to hire papers typed
- _____ 8. Knows how to use word processor
- _____ 9. Makes local telephone calls

- _____ 10. Responds appropriately to incoming telephone calls
- _____ 11. Uses a pay telephone
- _____ 12. Accurately records telephone messages

Mathematic Skills

- _____ 1. Use a calculator accurately
- _____ 2. Computes without calculator
 - _____ a. addition
 - _____ b. subtraction
 - _____ c. multiplication (without using times table)
 - _____ d. division (without using division table)
 - _____ e. all decimal operations
 - _____ f. all fraction operations
 - _____ g. positive-negative numbers
 - _____ h. measurements
 - _____ i. percentages
 - _____ j. averages
 - _____ k. algebra
 - _____ l. geometry

Science Skills

- _____ 1. Has background adequate for selected vocational program

Social Studies

- _____ 1. Has background adequate for selected vocational program
- _____ 2. Is aware of current events
- _____ 3. Reads newspaper to gain information

Study Skills

- _____ 1. Sets realistic goals
- _____ 2. Practices time management
- _____ 3. Uses personal planner
- _____ 4. Is prompt
- _____ 5. Has necessary supplies and equipment
- _____ 6. Utilizes various resources (text, study guides, handouts, etc.) when preparing for tests
- _____ 7. Summarizes written or verbal information
- _____ 8. Uses self-management strategies to complete assignments
- _____ 9. Completes assigned work by deadlines
- _____ 10. Takes notes
- _____ 11. Underlines and highlights text and/or handouts appropriately

Test Taking

- _____ 1. Independently prepares for tests
- _____ 2. Can manage test anxiety
- _____ 3. Brings needed supplies

- _____ 4. Knows day, time and location of test
- _____ 5. Knows format of test and skills needed to pass test
- _____ 6. Knows what topics the test will cover

Lifelong Learning

- _____ 1. Identifies community resources
- _____ 2. Possesses critical and creative thinking skills
- _____ 3. Obtains and analyzes data and information
- _____ 4. Follows problem solving strategy
- _____ 5. Makes decisions
- _____ 6. Evaluates consequences and outcomes
- _____ 7. Obtains internal and external feedback
- _____ 8. Is self-motivated
- _____ 9. Demonstrates initiative, perseverance, determination, responsibility, accountability and flexibility
- _____ 10. Attends during instruction
- _____ 11. Follows verbal directions
- _____ 12. Follows written directions
- _____ 13. Remains on-task
- _____ 14. Able to verbalize instructions given
- _____ 15. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently

Selects, Manages & Maintains a Home

- _____ 1. Selects adequate housing

Buys & Prepares Food

- _____ 1. Plans balanced meals
- _____ 2. Purchases food
- _____ 3. Prepares meals
- _____ 4. Cleans food preparation areas
- _____ 5. Stores food

Buys and Cares for Clothing

- _____ 1. Washes clothing or chooses appropriate alternatives
- _____ 2. Irons and stores clothing
- _____ 3. Performs simple mending
- _____ 4. Purchases clothing

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs

- _____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
- _____ 2. Demonstrates knowledge of common illness prevention and treatment
- _____ 3. Demonstrates adequate personal hygiene

Emergencies

- _____ 1. Recognizes emergency situations
- _____ 2. Knows what to do in an emergency
- _____ 3. Selects health care professionals

LEISURE: Academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure

- _____ 1. Knows activities and available community resources
- _____ 2. Uses recreational facilities in the community
- _____ 3. Plans and chooses activities wisely

MOBILITY: Academic and functional competencies needed to interact and travel.

- _____ 1. Demonstrates knowledge of traffic rules & safety practices
- _____ 2. Drives a car
- _____ 3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances

- _____ 1. Identifies money and make correct change
- _____ 2. Plans, uses and adjusts a budget
- _____ 3. Utilizes comparison shopping
- _____ 4. Obtains and uses bank and credit facilities
- _____ 5. Keeps basic financial records
- _____ 6. Files personal income tax
- _____ 7. Understands basic contracts

Insurance Planning

- _____ 1. Identifies resources for insurance
 - _____ a. health
 - _____ b. auto
 - _____ c. personal property

- _____ ☐ d. life
- _____ ☐ e. disability
- _____ 2. Utilizes comparison shopping techniques for insurance
 - _____ ☐ a. health
 - _____ ☐ b. auto
 - _____ ☐ c. personal property
 - _____ ☐ d. life
 - _____ ☐ e. disability

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction With Others

- _____ 1. Speaks in appropriate tone of voice
- _____ 2. Makes eye contact
- _____ 3. Deals with anger appropriately
- _____ 4. Accepts responsibility for actions
- _____ 5. Is able to delay gratification
- _____ 6. Dresses appropriately for occasion
- _____ 7. Expresses affection appropriately
- _____ 8. States disagreement appropriately
- _____ 9. Compromises when needed
- _____ 10. Is honest
- _____ 11. Respects the property of others

Initiates Interaction With Others

- _____ 1. Initiates conversation appropriately
- _____ 2. Greets others appropriately
- _____ 3. Seeks attention appropriately
- _____ 4. Disagrees appropriately
- _____ 5. Initiates apology as needed
- _____ 6. Introduces self to others

Responses to Social Contacts

- _____ 1. Respects "personal space" of others
- _____ 2. Avoids inappropriate gestures
- _____ 3. Takes turns in conversation
- _____ 4. Responds appropriately to teasing
- _____ 5. Manages frustration appropriately
- _____ 6. Responds appropriately to feedback
- _____ 7. Recognizes informal social rules
- _____ 8. Participates in group activities
- _____ 9. Resists peer pressure
- _____ 10. Makes refusals appropriately
- _____ 11. Accepts "no" for an answer
- _____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

- _____ 1. Follows directions
- _____ 2. Exhibits collaborative work skills
- _____ 3. Works at a satisfactory rate
- _____ 4. Accepts supervision
- _____ 5. Displays acceptable attendance
- _____ 6. Is punctual
- _____ 7. Produces quality work
- _____ 8. Demonstrates occupational safety
- _____ 9. Works independently
- _____ 10. Demonstrates responsibility
- _____ 11. Demonstrates dependability
- _____ 12. Independently awakens each day in time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities

- _____ 1. Identifies personal values met through work
- _____ 2. Identifies social values met through work
- _____ 3. Identifies financial value of work
- _____ 4. Is familiar with job clusters
- _____ 5. Identifies job opportunities available locally
- _____ 6. Identifies sources of job information

Selects & Plans Occupational Choices

- _____ 1. Identifies occupational interests
- _____ 2. Identifies occupational aptitudes
- _____ 3. Identifies requirements of appropriate and available jobs
- _____ 4. Make realistic occupational choices

Exhibits Adequate Physical-Manual Skills

- _____ 1. Demonstrates balance and coordination
- _____ 2. Demonstrates manual dexterity
- _____ 3. Demonstrates stamina & endurance
- _____ 4. Demonstrates sensory discrimination

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill

- _____ 1. Is cognizant of job specific skills required for career choice
- _____ 2. Completes vocational courses with accommodations as needed
- _____ 3. Selects and enrolls in a post-secondary vocational training program

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.

Student: _____ Date Completed: _____
School: _____ Grade: _____
Completed By: _____

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- to indicate an area which requires instruction
- * to indicate that assistive technology is needed

FOUR-YEAR COLLEGE

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

- _____ 1. Knows where to get assistance when needed
- _____ 2. Asks for assistance when needed
- _____ 3. Can explain own disability
- _____ 4. Can accept disability
- _____ 5. Can describe successful coping behaviors
- _____ 6. Takes responsibility for appointments during school
- _____ 7. Takes responsibility for appointments outside school
- _____ 8. Demonstrates ability to act as own advocate
- _____ 9. Understands need for goals
- _____ 10. Looks at alternatives
- _____ 11. Anticipates consequences
- _____ 12. Knows where to find good advice
- _____ 13. Sets immediate goals
- _____ 14. Sets long term goals
- _____ 15. Is self-accepting
- _____ 16. Identifies and requests appropriate accommodations
- _____ 17. Is familiar with ADA and education/employment rights

ACADEMIC AND LIFELONG LEARNING: Competencies needed for future education.

English Skills

- _____ 1. Has reading skills that are adequate for college program selected
- _____ 2. Writes a research report independently
- _____ 3. Uses dictionary
- _____ 4. Uses thesaurus
- _____ 5. Demonstrates basic grammar, punctuation, and spelling skills
- _____ 6. Is willing to write and rewrite papers
- _____ 7. Uses library resources independently
- _____ 8. Can develop sentences into paragraph
- _____ 9. Can develop outline
- _____ 10. Writes about own experiences

- _____ 11. Demonstrates adequate keyboarding skills OR is willing to hire papers typed
- _____ 12. Knows how to use word processor

Mathematics Skills

- _____ 1. Use a calculator accurately
- _____ 2. Computes without calculator:
 - _____ a. addition
 - _____ b. subtraction
 - _____ c. multiplication (without using times table)
 - _____ d. division (without using division table)
 - _____ e. all decimal operations
 - _____ f. all fraction operations
 - _____ g. positive-negative numbers
 - _____ h. measurements
 - _____ i. percentages
 - _____ j. averages
 - _____ k. algebra
 - _____ l. geometry

Science Skills

- 1. Has passed mainstream courses in:
 - _____ a. Earth Science
 - _____ b. Physical Science
 - _____ c. Biology/Life Science
 - _____ d. Chemistry
 - _____ e. Physics

Social Studies

- 1. Has passed mainstream courses in:
 - _____ a. American History
 - _____ b. American Government
 - _____ c. Economics
 - _____ d. Geography
 - _____ e. Psychology
 - _____ f. Sociology
 - _____ g. World History
- _____ 2. Is aware of current events
- _____ 3. Reads newspaper to gain information

Study Skills

- _____ 1. Sets realistic goals
- _____ 2. Practices time management
- _____ 3. Uses personal planner
- _____ 4. Is prompt
- _____ 5. Has necessary supplies and equipment

- _____ 6. Utilizes various resources (text, study guides, handouts, etc.) when preparing for tests
- _____ 7. Summarizes written or verbal information
- _____ 8. Uses self-management strategies to complete assignments
- _____ 9. Completes assigned work by deadlines
- _____ 10. Take notes using shortcut symbols for common words
- _____ 11. Underlines and highlights text and/or handouts appropriately

Test Taking

- _____ 1. Independently prepares for tests
- _____ 2. Can manage test anxiety
- _____ 3. Brings needed supplies
- _____ 4. Knows day, time and location of test
- _____ 5. Knows format of test and skills needed to pass test
- _____ 6. Knows what topics the test will cover

Lifelong Learning

- _____ 1. Identifies community resources
- _____ 2. Possesses critical and creative thinking skills
- _____ 3. Obtains and analyzes data and information
- _____ 4. Follows problem solving strategy
- _____ 5. Makes decisions
- _____ 6. Evaluates consequences and outcomes
- _____ 7. Obtains internal and external feedback
- _____ 8. Is self-motivated
- _____ 9. Demonstrates initiative, perseverance, determination, responsibility, accountability and flexibility
- _____ 10. Attends during instruction
- _____ 11. Follows verbal directions
- _____ 12. Follows written directions
- _____ 13. Remains on-task
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- _____ 15. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently.

Selects, Manages & Maintains a Home

- _____ 1. Selects adequate housing

Buys & Prepares Food

- _____ 1. Plans balanced meals
- _____ 2. Purchases food
- _____ 3. Prepares meals
- _____ 4. Cleans food preparation areas

_____ 5. Stores food

Buys and Cares for Clothing

- _____ 1. Washes clothing or chooses appropriate alternatives
- _____ 2. Irons and stores clothing
- _____ 3. Performs simple mending
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HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs

- _____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
- _____ 2. Demonstrates knowledge of common illness prevention and treatment
- _____ 3. Demonstrates adequate personal hygiene

Emergencies

- _____ 1. Recognizes emergency situations
- _____ 2. Knows what to do in an emergency
- _____ 3. Selects health care professionals

LEISURE: Academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure

- _____ 1. Knows activities and available community resources
- _____ 2. Uses recreational facilities in the community
- _____ 3. Plans and chooses activities wisely

MOBILITY: Academic and functional competencies needed to interact and travel.

- _____ 1. Demonstrates knowledge of traffic rules & safety practices
- _____ 2. Drives a car
- _____ 3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances

- _____ 1. Identifies money and make correct change
- _____ 2. Plans, uses and adjusts a budget
- _____ 3. Utilizes comparison shopping
- _____ 4. Obtains and uses bank and credit facilities
- _____ 5. Keeps basic financial records

- _____ 6. Files personal income tax
- _____ 7. Understands basic contracts

Insurance Planning

- 1. Identifies resources for insurance
 - _____ a. health
 - _____ b. auto
 - _____ c. personal property
 - _____ d. life
 - _____ e. disability
- 2. Utilizes comparison shopping techniques for insurance
 - _____ a. health
 - _____ b. auto
 - _____ c. personal property
 - _____ d. life
 - _____ e. disability

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction With Others

- _____ 1. Speaks in appropriate tone of voice
- _____ 2. Makes eye contact
- _____ 3. Deals with anger appropriately
- _____ 4. Accepts responsibility for actions
- _____ 5. Is able to delay gratification
- _____ 6. Dresses appropriately for occasion
- _____ 7. Expresses affection appropriately
- _____ 8. States disagreement appropriately
- _____ 9. Compromises when needed
- _____ 10. Is honest
- _____ 11. Respects the property of others

Initiates Interaction With Others

- _____ 1. Initiates conversation appropriately
- _____ 2. Greets others appropriately
- _____ 3. Seeks attention appropriately
- _____ 4. Disagrees appropriately
- _____ 5. Initiates apology as needed
- _____ 6. Introduces self to others

Responds to Social Contacts

- _____ 1. Respects "personal space" of others
- _____ 2. Avoids inappropriate gestures
- _____ 3. Takes turns in conversation

- _____ 4. Responds appropriately to teasing
- _____ 5. Manages frustration appropriately
- _____ 6. Responds appropriately to feedback
- _____ 7. Recognizes informal social rules
- _____ 8. Participates in group activities
- _____ 9. Resists peer pressure
- _____ 10. Makes refusals appropriately
- _____ 11. Accepts "no" for an answer
- _____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

- _____ 1. Follows directions
- _____ 2. Exhibits collaborative work skills
- _____ 3. Works at a satisfactory rate
- _____ 4. Accepts supervision
- _____ 5. Displays acceptable attendance
- _____ 6. Is punctual
- _____ 7. Produces quality work
- _____ 8. Demonstrates occupational safety
- _____ 9. Works independently
- _____ 10. Demonstrates responsibility
- _____ 11. Demonstrates dependability
- _____ 12. Independently awakens each day in time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities

- _____ 1. Identifies personal values met through work
- _____ 2. Identifies social values met through work
- _____ 3. Identifies financial value of work
- _____ 4. Is familiar with job clusters
- _____ 5. Identifies job opportunities available locally
- _____ 6. Identifies sources of job information

Selects & Plans Occupational Choices

- _____ 1. Identifies occupational interests
- _____ 2. Identifies occupational aptitudes
- _____ 3. Identifies requirements of appropriate and available jobs
- _____ 4. Makes realistic occupational choices

Exhibits Adequate Physical-Manual Skills

- _____ 1. Demonstrates balance and coordination
- _____ 2. Demonstrates manual dexterity
- _____ 3. Demonstrates stamina & endurance

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill

- _____ 1. Is cognizant of job specific skills required for career choice
- _____ 2. Selects and enrolls in a college program

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.

Student:_____ Date Completed:_____
School:_____ Grade: _____
Completed By:_____

Please Complete using the following code:

- + to indicate mastery of skill listed
- to indicate an area which requires instruction
- * to indicate that assistive technology is needed.

COMPETITIVE EMPLOYMENT

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

- _____ 1. Knows where to get assistance when needed
- _____ 2. Asks for assistance when needed
- _____ 3. Can explain own disability
- _____ 4. Can accept disability
- _____ 5. Can describe successful coping behaviors
- _____ 6. Takes responsibility for appointments during school
- _____ 7. Takes responsibility for appointments outside school
- _____ 8. Demonstrates ability to act as own advocate
- _____ 9. Understands need for goals
- _____ 10. Looks at alternatives
- _____ 11. Anticipates consequences
- _____ 12. Knows where to find good advice
- _____ 13. Sets immediate goals
- _____ 14. Sets long term goals
- _____ 15. Is self-accepting
- _____ 16. Identifies and requests appropriate accommodations
- _____ 17. Is familiar with ADA and employment rights

ACADEMIC AND LIFELONG LEARNING: Academic and functional competencies needed to pursue and benefit from future educational and learning opportunities.

Communicates Adequately with Others

- _____ 1. Reads at a level needed for future goals OR knows how to get needed help
- _____ 2. Writes at a level needed for future goals OR knows how to get needed help
- _____ 3. Speaks at a level needed for future goals OR knows how to get needed help
- _____ 4. Makes local telephone calls
- _____ 5. Responds appropriately to incoming telephone calls
- _____ 6. Uses a pay telephone

- _____ 7. Accurately records telephone messages

Lifelong Learning

- _____ 1. Identifies community resources
_____ 2. Possesses critical and creative thinking skills
_____ 3. Obtains and analyzes data and information
_____ 4. Follows problem solving strategy
_____ 5. Makes decisions
_____ 6. Evaluates consequences and outcomes
_____ 7. Obtains internal and external feedback
_____ 8. Is self-motivated
_____ 9. Demonstrates qualities of initiative, perseverance, determination, responsibility, accountability and flexibility
_____ 10. Follows verbal directions
_____ 11. Follows written directions
_____ 12. Remains on-task
_____ 13. Able to verbalize instructions given
_____ 14. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently

Selects, Manages & Maintains a Home

- _____ 1. Selects adequate housing

Buys & Prepares Food

- _____ 1. Plans balanced meals
_____ 2. Purchases food
_____ 3. Prepares meals
_____ 4. Cleans food preparation area
_____ 5. Stores food

Buys and Cares for Clothing

- _____ 1. Washes, irons and stores clothing
_____ 2. Performs simple mending
_____ 3. Purchases clothing

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs

- _____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
_____ 2. Demonstrates knowledge of common illness prevention and treatment
_____ 3. Demonstrates adequate personal hygiene

Emergencies

- _____ 1. Recognizes emergency situations
- _____ 2. Knows what to do in an emergency
- _____ 3. Selects health care professionals

LEISURE: Academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure

- _____ 1. Knows activities and available community resources
- _____ 2. Uses recreational facilities in the community
- _____ 3. Plans and chooses activities wisely

MOBILITY: Academic and functional competencies needed to interact and travel.

- _____ 1. Demonstrates knowledge of traffic rules & safety practices
- _____ 2. Drives a car
- _____ 3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances

- _____ 1. Identifies money and make correct change
- _____ 2. Plans, uses and adjusts a budget
- _____ 3. Utilizes comparison shopping
- _____ 4. Obtains and uses bank and credit facilities
- _____ 5. Keeps basic financial records
- _____ 6. Files personal income tax
- _____ 7. Understands basic contracts
- _____ 8. Lists advantages and disadvantages of fringe benefits

Insurance Planning

- _____ 1. Identifies resources for insurance
 - _____ a. health
 - _____ b. auto
 - _____ c. personal property
 - _____ d. life
 - _____ e. disability
- _____ 2. Utilizes comparison shopping techniques for insurance
 - _____ a. health
 - _____ b. auto
 - _____ c. personal property

- _____ d. life
- _____ e. disability

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction With Others

- _____ 1. Speaks in appropriate tone of voice
- _____ 2. Makes eye contact
- _____ 3. Deals with anger appropriately
- _____ 4. Accepts responsibility for actions
- _____ 5. Is able to delay gratification
- _____ 6. Dresses appropriately for occasion
- _____ 7. Expresses affection appropriately
- _____ 8. States disagreement appropriately
- _____ 9. Compromises when needed
- _____ 10. Is honest
- _____ 11. Respects the property of others

Initiates Interaction With Others

- _____ 1. Initiates conversation appropriately
- _____ 2. Greets others appropriately
- _____ 3. Seeks attention appropriately
- _____ 4. Disagrees appropriately
- _____ 5. Initiates apology as needed
- _____ 6. Introduces self to others

Responses to Social Contacts

- _____ 1. Respects "personal space" of others
- _____ 2. Avoids inappropriate gestures
- _____ 3. Takes turns in conversation
- _____ 4. Responds appropriately to teasing
- _____ 5. Manages frustration appropriately
- _____ 6. Responds appropriately to feedback
- _____ 7. Recognizes informal social rules
- _____ 8. Participates in group activities
- _____ 9. Resists peer pressure
- _____ 10. Makes refusals appropriately
- _____ 11. Accepts "no" for an answer
- _____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

- _____ 1. Follows directions
- _____ 2. Exhibits collaborative work skills
- _____ 3. Works at a satisfactory rate
- _____ 4. Accepts supervision
- _____ 5. Displays acceptable attendance
- _____ 6. Is punctual
- _____ 7. Produces quality work
- _____ 8. Demonstrates occupational safety
- _____ 9. Works independently
- _____ 10. Demonstrates responsibility
- _____ 11. Demonstrates dependability
- _____ 12. Independently awakens each day in time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities

- _____ 1. Identify personal values met through work
- _____ 2. Identify social values met through work
- _____ 3. Identify financial value of work
- _____ 4. Is familiar with job clusters
- _____ 5. Identify job opportunities available locally
- _____ 6. Identify sources of job information
- _____ 7. Completes a job application form independently
- _____ 8. Possesses job interview skills

Selects & Plans Occupational Choices

- _____ 1. Identifies occupational interests
- _____ 2. Identifies occupational aptitudes
- _____ 3. Identifies requirements of appropriate and available jobs
- _____ 4. Makes realistic occupational choices

Exhibits Adequate Physical-Manual Skills

- _____ 1. Demonstrates balance and coordination
- _____ 2. Demonstrates manual dexterity
- _____ 3. Demonstrates stamina & endurance
- _____ 4. Demonstrates sensory discrimination

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill

- _____ 1. Demonstrates ability to maintain employment in the community
- _____ 2. Uses high school level vocational programs to learn basic occupational skills
- _____ 3. Identifies reasons for changing jobs.
- _____ 4. Identifies proper procedures for changing jobs

Adapted from materials developed by Western Hills Area Education Agency, Sloux City, Iowa.

COMMUNITY BASED VOCATIONAL EXPLORATION

Some students with disabilities need assistance to identify employment opportunities or to gain initial work skills. Historically, students with disabilities did not have the same opportunities for first time job experiences similar to those of their non-disable peers. Therefore, when they graduated or completed their post secondary education/training they were at a disadvantage when competing for employment. Other students with severe disabilities did not work in the community, but rather in non-paid sheltered workshops. Today, students with severe disabilities are able to work in the community through supported employment and job placement programs, by modifying jobs or job carving parts of job tasks for work opportunities.

To identify a student for Community Based Vocational Employment, please use the attached criteria for consideration for community-based vocational exploration.

- A. (1) If the student appears to be a good candidate, share the recommendation with your department head and district job developer prior to the IEP meeting.
- (2) Send attached notification form to the parents, Xeroxing one copy to be sent to the district job developer and one to be placed in the student's file at your building.
- (3) Upon receipt of the notification, the district job developer will:
- contact the student's case manager/resource teacher
 - possibly make arrangements for a classroom observation
 - possibly request that you gather specific data from the student's file
 - possibly interview, formally or informally assess the student's interests and aptitudes in order to gain a profile of the student. (see attached form, Vocational Evaluation)
 - contact parents and have them complete a vocational attitude form (see attached form, Vocational Attitudes)
- B. (1) The case manager will schedule an IEP meeting and include the relevant IEP team members
- (2) The long-term objective should state:
- to develop functional employment skills
- (3) On the IEP include:
- transportation: under Educational or Related Services, if the team decides that it is appropriate.

Some students might be learning transition skills by using the city bus, or learning the budgeting skills of paying for their own transportation.

Communication: should be listed under ideas for consideration, or on an attachment page, detailing the frequency and parties involved in communication concerning the job.

(4) The job developer will develop the short-term objectives and complete a community based vocational agreement form which all parties involved will sign.

*Educational Assistants who are working with the student in the community (job coaching) will complete a Task Analysis Record on each student. (see attached, Task Analysis Record).

CRITERIA FOR CONSIDERATION FOR COMMUNITY-BASED VOCATIONAL EXPLORATION
--

STUDENT:

	Last Name	First	Sex	Grade	School
--	-----------	-------	-----	-------	--------

Date of Birth_____ Age_____

Parent/Guardian:_____ Address:_____

Evaluator:_____ Date_____

Directions: Check those that apply:

_____ 16 or over

_____ Communicates basic needs (sickness, pain)

_____ Is independent when toileting

_____ Is independent when feeding

_____ Self abusive behavior is minimal

_____ Aggressive/destructive behavior is minimal

_____ Medical concerns are minimal

_____ Responds to 2-step demonstrative instructions

_____ Responds to 2-step verbal instructions

_____ Stays on task for 15 minutes

Circle those student can do (sit, stand, kneel, walk, use wheelchair)

Circle tasks student has been doing in the classroom (puzzles, cutting, stapling, inserting, sorting, gluing, fastening)

Student has been doing the following tasks in present building (examples may be cleans staff lounge, vacuums classroom carpet, wipes off tables in cafeteria, waters plants). Please list below.

Student is integrated into the following activities (examples may be Art. Music, P.E., Lunch). Please list below.

NOTIFICATION FOR COMMUNITY-BASED VOCATIONAL EDUCATION

(Date)

Student Name _____ Social Security No. _____

Address _____ Date of Birth _____

Parent Name _____ Age _____

Home Phone _____ School Contact Person _____
Phone No. _____

_____ is being considered for vocational exploration in the community in the near future. She/he is attending school and her/his vocational education will no longer be based at school but will be an on-the-job experience.

Several steps will be taken to locate an appropriate job site and prepare the student for the job. These include:

1. The job developer will meet and/or observe the student at school.
2. The job developer will use file date, formal or informal assessments to determine the student interest areas and talents as they relate to potential jobs.
3. The job developer will locate an appropriate training site and arrange job coaching as needed.
4. The district job developer/job coach will complete a task analysis of the job.

If you have any questions or concerns, please feel free to contact me at

_____.
(telephone)

Sincerely,

cc: Job Developer
Student file

VOCATIONAL EVALUATION

STUDENT: _____
Last Name First Sex Grade School

DP# _____ Date of Birth _____ Age _____

Parent/Guardian: _____ Address: _____

Evaluator: _____ Date _____

DIRECTIONS: 1. Check appropriate column indicating student
Proficiency Level for related behaviors.

1 - LOW 2 - MEDIUM 3 - HIGH

WORK RELATED BEHAVIORS

Social Behaviors

	<u>Rating</u>
1. Handles stress and frustration.	_____
2. Handles failure.	_____
3. Admits mistakes.	_____
4. Accepts praise.	_____
5. Makes eye contact.	_____
6. Has neutral or pleasant facial expression.	_____
7. Respects the feelings of others.	_____
8. Responds to friendly gestures/smiles.	_____
9. Refrains from unnecessary social interaction.	_____
10. Sets personal goals.	_____

Communication

1. Participates in social conversation.	_____
2. Expresses personal needs.	_____
3. Initiates and ends conversations.	_____
4. Interrupts appropriately.	_____
5. Listens and pays attention.	_____
6. Takes part in group activities.	_____
7. Respects rights and privacy of others.	_____
8. Asks for help at appropriate times.	_____
9. Asks for clarification of instructions.	_____
10. Communicates adequately.	_____

Appearance

1. Maintains clean appearance.
2. Maintains good hygiene.
3. Maintains good posture.
4. Dresses appropriately for the job.
5. Is cheerful and has a sense of humor.

Job Performance

1. Follows adult directions.
2. Accepts adult criticism.
3. Follows general rules and regulations.
4. Follows a schedule.
5. Maintains good attendance.
6. Attends to job task consistently.
7. Completes tasks independently.
8. Completes tasks accurately.
9. Observes safety rules.
10. Keeps work area neat.
11. Returns supplies to proper area.
12. Initiates new tasks.
13. Works at appropriate rate.
14. Works well with co-workers.
15. Asks for help when needed.

INTEREST INVENTORY

Vocational Attitudes

1. Shows a desire to do specific jobs.
2. Knows what to look for in a job (e.g., duties, salary, hours, location).
3. Communicates about the best place to work (e.g., indoors or outdoors, large or small business).
4. Knows which jobs he/she does best.
5. Is willing to try different jobs.
6. Can identify jobs he/she is not willing to do.
7. Can identify training needed for specific jobs.
8. Is aware of own limitations which limit types of jobs.
9. Can identify jobs which are too hard to learn to do.
10. Is aware of health problems which limit his/her ability to do specific jobs.

TOTAL

RATING: Low: 50-83 Medium: 84-117 High: 118-150

Comments:

ASSESSMENT FOR TRANSITION POINTS TO PONDER

1. Do not assume that an individual has a thorough, accurate understanding of his or her disability or its ramifications.
2. Explain in terms that the individual can understand why more tests are necessary, what will happen, and what can be learned from these tests.
3. After all testing has been completed, review the results with the individual.
4. If you purchase assessments from other agencies or independent professionals, discreetly check that the person performing the assessments understands testing accommodations that must be made for the individual.
5. Many individuals with LD perform well in the quiet, orderly, systematic environments of classrooms but fail in the noisy, hectic environments of jobs.
6. Since it is very possible that other members of the individual's family may also experience LD, take great care to ensure that the purpose, procedures, results, and implications of the assessment are conveyed completely and accurately to the individual's parents.
7. Be sure to address social and interpersonal skills in assessments for transition planning purposes.
8. Review the eligibility criteria for adult services agencies and comply whenever possible in order to minimize repetitive and unnecessary testing.

Taken from Life Beyond the Classroom, Transition Strategies for Young People with Disabilities, Second Edition

Functional Skills Inventory

Name of person being rated _____

Rater _____

Date _____ Phone _____

Independence

- | | | | | |
|---|-----|-------|----|-------|
| 1. Will need parental support to arrange and complete interviews with VR counselor. | yes | _____ | no | _____ |
| 2. Follows a schedule if someone else prepares it. | yes | _____ | no | _____ |
| 3. Prepares and follows own schedule. | yes | _____ | no | _____ |
| 4. Can tell time to the minute. | yes | _____ | no | _____ |
| 5. Meets new people easily. If "no," please explain: | yes | _____ | no | _____ |

6. Accurately states his or her:

- | | | | | |
|----------------------------|-----|-------|----|-------|
| • Social Security number | yes | _____ | no | _____ |
| • Phone number | yes | _____ | no | _____ |
| • Complete mailing address | yes | _____ | no | _____ |

Reading

- | | | | | |
|---|-----|-------|----|-------|
| 7. Can read, understand, and interpret a single-sentence statement or question. | yes | _____ | no | _____ |
| 8. Can read, understand, and interpret a paragraph-length statement or question. | yes | _____ | no | _____ |
| 9. Can read, understand, and carry out instructions that are: | | | | |
| • Typed | yes | _____ | no | _____ |
| • Handwritten | yes | _____ | no | _____ |
| • In paragraph form | yes | _____ | no | _____ |
| 10. Can read and understand a job application. | yes | _____ | no | _____ |
| 11. Can read and understand newspaper articles. | yes | _____ | no | _____ |
| 12. Summarize this individual's reading skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance. | yes | _____ | no | _____ |

Figure 13.2. Functional Skills Inventory. (From Wisconsin Division of Vocational Rehabilitation Counselors, Wisconsin Association of Children and Adults With Learning Disabilities, and Vocational Studies Center. [1988]. Best practices: *Successful vocational rehabilitation of persons with learning disabilities* [pp. 133-138]. Madison: University of Wisconsin-Madison; reprinted by permission.)

Figure 13.2 (continued)

Math

13. Counts to 100 accurately. yes ____ no ____
14. Performs the following accurately 99%-100% of the time:
- Adding whole numbers yes ____ no ____
 - Adding fractions yes ____ no ____
 - Subtracting whole numbers yes ____ no ____
 - Subtracting fractions yes ____ no ____
 - Uses a pocket calculator correctly yes ____ no ____
15. Can make correct change for purchases under \$20. yes ____ no ____
16. Summarize this individual's math skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance.

Writing

17. Accurately writes his or her:
- Social Security number yes ____ no ____
 - Phone number yes ____ no ____
 - Complete mailing address yes ____ no ____
18. Can correctly fill in an application for a job, a school, or a training program. yes ____ no ____
19. Has prepared a complete resume. yes ____ no ____
20. Summarize this individual's writing skills. Be specific in relation to the individual's career goals and expected achievement in post-secondary education and/or job performance.

Physical coordination and orientation

21. Has this person been observed to have any physical coordination problems? yes ____ no ____
- Describe how this might limit the individual's employment possibilities.

Figure 13.2 (continued)

22. Has this person been observed to have any directionality problems? not observed ___ no ___ yes ___

The problems are:

Health and hygiene

23. Practices good grooming and hygiene.

yes ___ no ___

24. Implements good health practices:

- Balanced diet

yes ___ no ___

- Exercise

yes ___ no ___

- Medical checkups

yes ___ no ___

- Dental checkups

yes ___ no ___

25. Missed more than 4 days of school per year.

yes ___ no ___

26. If yes, why?

Travel

27. Uses public transportation. If yes, describe type(s) used.

yes ___ no ___

28. Possesses valid driver's license.

yes ___ no ___

29. Knows route to:

- Place of work

yes ___ no ___

- VR office

yes ___ no ___

- Grocery store

yes ___ no ___

- Bank

yes ___ no ___

- Laundromat

yes ___ no ___

30. Can determine routes to new locations without assistance.

yes ___ no ___

31. Can follow verbal directions to a new location.

yes ___ no ___

32. Can follow written directions to a new location.

yes ___ no ___

33. Must be "walked through" route to a new location in order to learn it.

yes ___ no ___

Employment

34. Can use telephone directory to obtain addresses and phone numbers of potential employers and social services agencies.

yes ___ no ___

35. Will need assistance and encouragement to arrange and complete successful job interviews.

yes ___ no ___

36. Determines appropriate time to arrive at work or other scheduled events (not too early nor too late).

yes ___ no ___

37. Once at work, finds own work station.

yes ___ no ___

Figure 13.2 (continued)

- | | | | | |
|--|-----|-------|----|-------|
| 38. Asks questions of supervisor if he or she does not understand work assignment. | yes | _____ | no | _____ |
| 39. Reacts well to changes in work assignment | yes | _____ | no | _____ |
| 40. Learns and follows safety procedures. | yes | _____ | no | _____ |
| 41. Can read and understand technical manuals. | yes | _____ | no | _____ |
| 42. Understands that work can result in earning money. | yes | _____ | no | _____ |
| 43. What does this individual do if assigned work is finished? | | | | |

-
-
-
- | | | | | |
|--|-----|-------|----|-------|
| 44. If work is completed ahead of schedule, uses unassigned work time appropriately. | yes | _____ | no | _____ |
| 45. Works cooperatively in a group of three or more. | yes | _____ | no | _____ |
| 46. Works appropriately alone. | yes | _____ | no | _____ |
| 47. Behaves appropriately during work breaks. | yes | _____ | no | _____ |
| 48. Behaves appropriately during lunch breaks. | yes | _____ | no | _____ |
| 49. Handles criticism from fellow workers appropriately. | yes | _____ | no | _____ |
| 50. List the work history of this individual and state how he/she obtained these jobs. | | | | |

Jobs performed in the school setting: _____

Jobs performed in the community: _____

-
- | | | | | |
|---|-----|-------|----|-------|
| 51. Can accurately describe verbally what he or she did on these jobs. | yes | _____ | no | _____ |
| 52. Can accurately describe in writing what he or she did on these jobs (e.g., when asked to fill out a job application). | yes | _____ | no | _____ |

Other skills

- | | | | | |
|---|-----|-------|----|-------|
| 53. Understands and follows three-step verbal directions. | yes | _____ | no | _____ |
| 54. Can explain how he or she learns best. | yes | _____ | no | _____ |
| 55. List other skills that this individual has (e.g., musical, athletic). | | | | |

Learning style and strategies

- | | | | | |
|---|-----|-------|----|-------|
| 56. Needs extra time to answer questions | | | | |
| • Verbally | yes | _____ | no | _____ |
| • In writing | yes | _____ | no | _____ |
| 57. Gets distracted by sounds (e.g., people talking). | yes | _____ | no | _____ |

Figure 13.2 (continued)

58. Gets distracted by visual stimuli not related to the task at hand (e.g., people, birds).

yes _____ no _____

59. What approaches work best if this person needs to learn or practice a new skill that involves eye/hand/body coordination?

Learning style/strategies

60. What approaches work best when teaching this person information that he or she does not know?

61. Describe this individual's attitudes and abilities in regard to his or her career choice. Include work habits, initiative, teacher comments, and so forth.

Personal statement

62. Attach a paragraph written by this individual that explains: 1) why he or she is seeking DVR assistance, 2) his or her career objectives, and 3) why he or she feels that he or she will be successful in that career.

Setting Transition Goals

Many youth with LD leave secondary education with insufficient vocational, functional, or academic skills to be successful in either career entry jobs or post-secondary education (deFur, Getzel, & Kregel, 1994). Improved transition planning while the students are in high school is critical to ensure that they exit school with the necessary skills and knowledge to acquire the needed supports and services in the community. Establishing transition goals help to provide a framework for the curriculum that students with LD will pursue while in high school and to identify independent living skills that students will need in the community.

COMMUNITY BASED VOCATIONAL AGREEMENT

This agreement, made between the _____ School District and _____, (employer) is for the purpose of providing a community-based work exploration, assessment, or training site for a student with a disability.

1. The major purpose of the vocational work program is to provide students with opportunities to acquire work skills in "real" work environments.
2. The students will be supervised by school employees unless otherwise specified and agreed upon by the employer in writing.
3. The students will not be financially compensated for their work during the time spent at the vocational work site, unless otherwise specified and agreed upon by the employer.
4. The employer acknowledges familiarity with the provisions SDCL 62-1-4.1 concerning worker's compensation (see attached).
5. The employer will provide the necessary materials to complete the job requirements. School employees may adapt or develop new materials to facilitate a student's involvement. Adaptations to employers' materials must be approved by the employer.
6. The employer will not be required to provide a vocational work site for any student not acceptable to the employer. An employer may terminate the vocational work program of any student by giving the District five (5) days notice. Such termination may be with or without cause and shall be at the sole discretion of the employer.
7. Each student placed at a vocational work site will have a completed Cooperative Training Agreement form.
8. Transportation to and from the vocational work site will be arranged by the School District.
9. The parent/guardian acknowledges that the student's participation in this program is a result of decisions made at the student's IEP meeting.

The following people have agreed to the conditions stated in the agreement:

_____	_____
(employer)	(date)
_____	_____
(teacher/trainer)	(date)
_____	_____
(school administrator)	(date)
_____	_____
(student)	(date)
_____	_____
(parent/guardian)	(date)

COOPERATIVE TRAINING AGREEMENT

Placement Information

Student Name _____ School _____

Student-Learner's home address _____ Telephone _____

___ Male ___ Female Grade ___ S. S. No. _____ D.O.B. _____

Age ___ Evidence of age verified by _____ School Record _____ Other _____

In case of emergency contact _____

(Doctor or health center)

Date entered cooperative program _____ for school year 20__ - __

Training
Agency _____ Address _____ Telephone _____

Contact Person _____ Date of Placement _____

Typical Training Schedule

<u>Day</u>	<u>Time of Work</u>		<u>Total Work Hours</u>	<u>Total Hours in School</u>
	<u>From</u>	<u>To</u>		
Monday	_____	_____	_____	_____
Tuesday	_____	_____	_____	_____
Wednesday	_____	_____	_____	_____
Thursday	_____	_____	_____	_____
Friday	_____	_____	_____	_____
Saturday	_____	_____	_____	_____
Sunday	_____	_____	_____	_____

Vocational Placements and Careers

(The following excerpts are from the text, "Life Beyond The Classroom", Paul Wehman, 1996.)

The vast majority of employers view the job coach as a positive presence within the workplace, as opposed to an intrusive or disruptive influence. They want the job coach to be immediately accessible and responsive to their needs (Kregel & Tomiyasu, 1994; Kregel & Unger, 1993; Petty, 1994). Denying employers the opportunity to hire individuals because they need more assistance and support than employers can provide does a disservice to the individuals and the employers. The key to successfully using natural support is knowing how to identify the best types of community and workplace supports. Parent, Unger, Gibson, and Clements (1995) have developed an excellent form (below) to address these issues.

Community and Workplace Support Form

Date: _____ Provider I D: _____
Consumer Name: _____ Employment Specialist: _____
SS#: _____ ID Code: _____

Currently Employed? yes ____ no ____

Company Name: _____

Street _____

City, State, Zip: _____

Date of Placement: ____/____/____ (month/day/year)

Please answer the following questions for each support need. Complete a separate form for each area of need that is identified regardless of whether it is new or one that has been previously addressed.

1. What type of support is needed or desired? (check only one)

- _____ 1. Determining job choices
- _____ 2. Developing a resume
- _____ 3. Finding a job
- _____ 4. Learning how to do the job
- _____ 5. Remembering how to do the job
- _____ 6. Orienting around the workplace
- _____ 7. Completing all regular job duties
- _____ 8. Being able to perform infrequent duties associated with the position
- _____ 9. Arranging work schedule/hours
- _____ 10. Signing in/out at work
- _____ 11. Calling in sick or late
- _____ 12. Attending company meetings
- _____ 13. Taking lunch and/or breaks
- _____ 14. Receiving a raise or increased benefits
- _____ 15. Getting along with co-workers
- _____ 16. Developing friendships
- _____ 17. Participating in social activities during work hours
- _____ 18. Finding transportation to and from work
- _____ 19. Finding transportation not associated with work
- _____ 20. Getting a learner's permit or driver's license
- _____ 21. Using public transportation
- _____ 22. Learning how to use public transportation (e.g., taxi, bus, subway)
- _____ 23. Using specialized transportation
- _____ 24. Making ride arrangements (e.g., co-worker, volunteer, friend, family member)
- _____ 25. Meeting people outside of work
- _____ 26. Pursuing recreational interests
- _____ 27. Purchasing/selecting/maintaining uniforms or clothing for work
- _____ 28. Arranging volunteer opportunities

- ☐ 29. Attending social outings after work hours
- ☐ 30. Participating in programs/activities offered by community or civic organizations
- ☐ 31. Locating a place to live
- ☐ 32. Learning independent living skills
- ☐ 33. Getting up and/or ready for work
- ☐ 34. Picking up/cashing a paycheck
- ☐ 35. Managing money/paying bills
- ☐ 36. Using money/making purchases
- ☐ 37. Applying for SSI, SSDI, or other government subsidy
- ☐ 38. Handling SSI or SSDI issues
- ☐ 39. Using Social Security work incentives (e.g., PASS, IRWE)
- ☐ 40. Taking care of personal hygiene and grooming
- ☐ 41. Dealing with substance abuse issues
- ☐ 42. Changing something about the job
- ☐ 43. Attending school/college
- ☐ 44. Addressing sexual issues
- ☐ 45. Pursuing career advancement opportunities
- ☐ 46. Learning how to do something new at work
- ☐ 47. Finding a different or a second job
- ☐ 48. Addressing communication issues
- ☐ 49. Dealing with aggressive, disruptive, or problem behaviors
- ☐ 50. Handling family issues
- ☐ 51. Handling legal matters
- ☐ 52. Addressing/monitoring medical or medication issues
- ☐ 53. Requesting time off from work
- ☐ 54. Addressing fatigue or stamina issues
- ☐ 55. Arranging follow-along job coach services
- ☐ 56. Recording and monitoring work schedule/hours
- ☐ 99. Other

2. a. Has this support need been addressed previously while being served by this program?

- ☐ 1. Yes
- ☐ 2. No

b. If yes, what type of assistance was received? (please describe briefly)

c. What is the reason for developing another support option? (check only one)

- ☐ 1. Consumer handled on own and now would prefer outside assistance
- ☐ 2. New/additional supports were identified/needed
- ☐ 3. Consumer no longer needed assistance/issue reoccurred
- ☐ 4. Consumer chose to stop using the support/has changed mind

- ☐ 5. Consumer preferred to find a different means of support
- ☐ 6. Person providing support was no longer willing/able to continue
- ☐ 7. Support was not successful/did not meet individual's needs
- ☐ 8. Support was too costly/funding no longer available
- ☐ 9. Support or assistance no longer available/situation changed
- ☐ 10. Support was not available/could not be located
- ☐ 99. Other

3. What is the status of this support need? (check only one)

- ☐ 1. Critically needed immediately
- ☐ 2. Critically needed in the future
- ☐ 3. Possibly needed/desired sometime
- ☐ 4. Not needed but desired immediately
- ☐ 5. Not needed but desired in the future

4. a. What support resources have been identified to address this need?
(check all options)

Finding a Job

- ☐ 1. Family/friends assisting with identifying job leads or getting applications
- ☐ 2. Consumer pursuing job leads and/or picking up applications
- ☐ 3. Assistance from community employment agencies with resume writing, job leads, getting/completing applications (e.g., State Employment Commission)
- ☐ 4. Employment specialist assisting with job development activities
- ☐ 5. Job placement assistance by members of the community, volunteers, civic organizations (e.g., Jaycees)
- ☐ 6. job placement assistance by school personnel, human services agencies (e.g., vocational rehabilitation, mental health/mental retardation [MH/MR] services)
- ☐ 98. Consumer accompanied to different businesses to find out about the type of job and/or company
- ☐ 99. Exploring interests and experiences/talking with the consumer and others (e.g., family, rehabilitation counselor, teacher, job coach)

Learning How to Do the Job

- ☐ 7. Co-worker mentoring
- ☐ 8. New employee training provided by the company (e.g., orientation, videos)
- ☐ 9. Supervisor training and/or prompting
- ☐ 10. Employment specialist training
- ☐ 11. Observing workplace personnel perform the job (e.g., co-workers, supervisor)
- ☐ 12. Retired person/company employee providing training

- _____ 13. Standard company training procedures expanded/modified/extended
- _____ 14. Restructuring job duties, making accommodations, developing compensatory strategies
- _____ 15. Co-worker training and/or prompting
- _____ 16. _____
- _____ **Assistance with Completing the Job**
- _____ 17. Co-worker assisting, training, and/or prompting
- _____ 18. Modifying job duties/arranging a work routine
- _____ 19. Purchasing something to make job easier/better (e.g., toys, lock, raincoat)
- _____ 20. Employment specialist training
- _____ 21. Modifying/changing work hours
- _____ 22. Utilizing a self-monitoring strategy (e.g., checklist, flip cards, diagram)
- _____ 23. Consumer handling it on his/her own (e.g., asking, using natural cues)
- _____ 24. Utilizing external cues (e.g., pictures, color code)
- _____ 25. Supervisor assisting, training, and/or prompting
- _____ 26. Making job accommodations, utilizing compensatory strategies/assistive technology
- _____ **Addressing Work-Related and Non-Work-Related Issues**
- _____ 27. Consumer doing it on his/her own (e.g., making arrangements, self-monitoring)
- _____ 28. Employment specialist assisting, training, arranging, and/or supporting
- _____ 29. Family members assisting, arranging, monitoring, and/or supporting
- _____ 30. Supervisor/employer arranging, prompting, training, monitoring, and/or supporting
- _____ 31. Company providing and/or managing (e.g., direct deposit, programming timeclock)
- _____ 32. Community or civic organization providing assistance and/or information
- _____ 33. Human services agency providing assistance, information, and/or services (e.g., vocational rehabilitation, independent living center, MH/MR services)
- _____ 34. Friend or advocate assisting
- _____ 35. Self-managing behavior, walk away, re-direct anger
- _____ 36. Member of the community or volunteer assisting
- _____ 37. Training or classes through a school or human services agency (e.g., residential services, MH/MR, independent living center, technical center)
- _____ 38. Establishing/modifying work hours, job duties, and/or break routine

- ___ 39. Residential staff prompting and/or assisting
- ___ 40. Arranging a flexible work schedule/hours and/or time off
- ___ 41. Co-worker prompting, assisting, training, and/or monitoring
- ___ 42. Utilizing an external cue (e.g., alarm watch, color code)
- ___ 43. Utilizing a compensatory strategy (e.g., list of names and numbers, letter with blanks, posting schedule, contract, calendar book)
- ___ 44. College or university students assisting/tutoring
- ___ 45. Training and/or advocacy with co-workers, employers, the community, etc.
- ___ 46. Training and/or role-playing with the consumer
- ___ 47. Help from a paid personal assistant
- ___ 48. Counseling (e.g., individual/family, private/public)
- ___ 49. Consultant or specialist assisting (e.g., private company, independent business, Social Security specialist)
- ___ 50. Receiving medical treatment/services (e.g., physician, neuropsychologist)
- ___ 51. Receiving legal assistance/services (e.g., lawyer, public defendant)
- ___ 52. Participating in peer and/or community support groups
- ___ 53. Training or classes through a community or civic organization
- ___ 54. Participating in community activities/events
- ___ 55. Exploring interests, opportunities available, and support resources
- ___ 56. Enrolling in college or university courses/program
- ___ 57. Teaching personal hygiene and/or grooming
- ___ 58. Purchasing something (e.g., extra keys, alarm clock, radio, razor)
- ___ 59. Contacting people, friends, others with similar interests
- ___ 60. _____

Arranging Transportation

- ___ 61. Family member or relative drive
- ___ 62. Walk
- ___ 63. Take a taxi
- ___ 64. Friend, neighbor, community member, volunteer/hired person drive
- ___ 65. Use specialized transportation
- ___ 66. Carpool or ride with a co-worker
- ___ 67. Ride a bus
- ___ 68. Drive self
- ___ 69. Ride a bicycle
- ___ 70. Attend driving school
- ___ 71. Family member train and/or assist
- ___ 72. Employment specialist train, assist, and/or drive
- ___ 73. Receive assistance with purchasing or repairing a car

- ☐ 74. Utilize a compensatory strategy (e.g., list of phone numbers, availability)
- ☐ 75. Assistance and/or services from a community or civic organization
- ☐ 76. Assistance and/or services from a human services agency
- ☐ Other
- ☐ 77. _____
- ☐ 78. _____

b. Which support resources has the consumer chosen to use? (place corresponding number of the support resource identified in above question in the blank beside primary choice of the consumer and any other options being used concurrently or as an alternative or back-up support option)

- ☐ 1. Primary
- ☐ 2. Concurrent or alternate/back-up
- ☐ 3. Concurrent or alternate/back-up
- ☐ 4. Concurrent or alternate/back-up
- ☐ 5. Concurrent or alternate/back-up
- ☐ 6. Concurrent or alternate/back-up

5. What type of support option has been selected? (check only one)

- ☐ 1. Employer or workplace support (e.g., assistance provided by the consumer, employment specialist, or workplace personnel to address work or work related issues at the job)
- ☐ 2. Community support (e.g., assistance provided by the consumer, employment specialist, or community to address work-related or non-work-related issues outside the workplace)
- ☐ 3. Transportation support (e.g., assistance provided by the consumer, employment specialist, workplace, or community to address transportation issues to and from work or not related to work)
- ☐ 4. Recreation and social integration support (e.g., assistance provided by the consumer, employment specialist, workplace, or community to address social and recreational issues with co-workers or persons outside the workplace after work hours)
- ☐ 5. Personal and independent living support (e.g., assistance provided by the consumer, employment specialist, workplace, or community to address personal, independent living, and residential issues outside the workplace)

6. Who has primary responsibility for arranging or obtaining the support? (check only one)

- ☐ 1. Consumer
- ☐ 2. Parent/family member

- ☐ 3. Friend/acquaintance/neighbor
- ☐ 4. Employment specialist
- ☐ 5. Rehabilitation counselor
- ☐ 6. Case manager
- ☐ 7. Teacher
- ☐ 8. Workplace personnel
- ☐ 9. Residential staff
- ☐ 99. Other

7. a. Does the support require someone to function in the role of provider?

- ☐ 1. Yes
- ☐ 2. No

b. If so, who is the primary person? (check only one)

- ☐ 1. Consumer
- ☐ 2. Supervisor
- ☐ 3. Co-worker
- ☐ 4. Other workplace personnel
- ☐ 5. Parent/family member/spouse
- ☐ 6. Friend/acquaintance/neighbor
- ☐ 7. Member of the community
- ☐ 8. Student
- ☐ 9. Volunteer
- ☐ 10. Tutor
- ☐ 11. Retired person
- ☐ 12. Consultant/specialist
- ☐ 13. Rehabilitation counselor
- ☐ 14. Teacher
- ☐ 15. Case manager
- ☐ 16. Employment Specialist
- ☐ 17. Community/civic agency representative (name:_____)
- ☐ 18. School
- ☐ 19. Business
- ☐ 20. Residential staff
- ☐ 21. Human services agency representative (name:_____)
- ☐ 99. Other:

8. What has been the role of the employment specialist in addressing this support need? (check all that apply)

- ☐ 1. Identifying support options
- ☐ 2. Contacting support resources
- ☐ 3. Assisting consumer with choosing type of support
- ☐ 4. Helping/training consumer to obtain/use the support
- ☐ 5. Advocating
- ☐ 6. Training person providing support

- ☐ 7. Working together with the consumer and support provider
☐ 8. Overseeing the support arrangement
☐ 9. Ongoing monitoring of support
☐ 10. Providing additional support as needed
☐ 11. Providing the support (continued)
☐ 12. Employment specialist not involved
☐ 13. Making support arrangements
☐ 14. Making alternative arrangements if support breaks down
☐ 99. Other: _____
9. a. Are any costs associated with providing the support?
- ☐ 1. Yes
☐ 2. No
- b. If so, what is the approximate amount? (Round off to the nearest dollar)
 \$ _____
- c. Who is the primary funding source for the support? (check only one)
- ☐ 1. Supported employment program
☐ 2. Employer
☐ 3. Consumer or his/her family
☐ 4. Vocational rehabilitation
☐ 5. School
☐ 6. Private business (other than the employer)
☐ 7. Community or civic organization/agency (name: _____)
☐ 8. Social Security work incentives (e.g., PASS/IRWE)
☐ 9. Human services agency (name: _____)
☐ Other: _____
10. Who is primarily responsible for overseeing the ongoing monitoring of the support? (check only one)
- ☐ 1. Consumer
☐ 2. Parent/family member/spouse
☐ 3. Friend/acquaintance/neighbor
☐ 4. Employment specialist
☐ 5. Rehabilitation counselor
☐ 6. Case manager
☐ 7. Teacher
☐ 8. Workplace personnel
☐ 9. Support no longer needed/short-term
☐ 10. Residential staff
☐ 99. Other: _____

Figure 8.3 Community and workplace support form. (From Parent, W, Gibson, K., Unger, D., & Clements, C. [1994]. The role of the job coach: Orchestrating community and workplace supports. In P. Wehman & J. Kregel [Eds.], *New directions in supported employment* [pp. 12-18]. Richmond: Virginia Commonwealth University, Rehabilitation Research and Training Center on Supported Employment, Natural Supports Transition Project; reprinted by permission.)

Guidelines for Vocational Placement

Promoting vocational placement

1. Talk about the importance and value of work with the student regularly in school and at as early an age as possible. Point out the merits of having a job and emphasize the opportunities available to people who work.
2. Take students to job sites where they can see other students or recent graduates working. Let them see firsthand what it is like to be employed in a real job. Talk about this visit repeatedly and emphasize the importance of work by showing models.
3. Enlist the help of parents and family members in helping students to select jobs that are appropriate and in providing encouragement for students who are reluctant to work.
4. Invite employers into the school and classroom to talk about the importance of work ethic, good work habits, and employment opportunities.
5. Let students try different jobs for several days at a time.
6. Do everything you can to help students become employed even on a part-time basis well before they exit school. It is essential that they have the experience of succeeding and also failing in real work environments.
7. Teach work skills and social skills, such as going to the Social Security office, filling out job applications, and arranging interviews. Teach these skills in a context of real jobs, not workbooks.
8. Encourage rehabilitation counselors, the local employment commission, and other adult agencies to visit and talk to students about the importance of getting work experience early.
9. Make the daily curriculum as vocationally and career oriented as possible. Emphasize how this can affect vocational placement.

62-1-4.1. Elementary and secondary students, postsecondary vocational-technical schools not employees -- Exception for work in vocational education. Notwithstanding the provisions of § 62-1-5.1, students of elementary, secondary, and postsecondary vocational-technical schools are not employees within the meaning of this title. However, a school district or postsecondary vocational-technical school, which provides a work experience educational class conducted off the school premises as a part of its vocational education program is the employer of those students who are receiving this training and experience and the students are school employees for the purposes of this title unless they are being paid a cash wage or salary by a private employer, or the person or firm providing the students the work experience elects to include them, by written agreement, in its workers' compensation insurance coverage.

Source: SL 1973, ch 314; 1982, ch 374.

Amendments.

The 1982 amendment inserted the references to postsecondary vocational-technical schools; inserted “for the purposes of this title” in the second sentence; substituted “include them, by written agreement, in its workers’ compensation insurance coverage” in the second sentence for “provide workers’ compensation insurance”; and made minor changes in phraseology and punctuation.

62-1-5.1. Volunteers serving state or political subdivision without pay - -Imputed wage. Volunteer workmen rendering services in or for any agency, department, institution or instrumentality of the state or of any of its political subdivisions, including but not limited to counties, townships, school districts or municipalities, whose services have been duly recommended to the officer or governing body responsible for employment of personnel for the respective entity and duly appointed thereto by such officers or governing body, shall for purposes of this title be deemed employees of the state or the political subdivision, as the case may be. The appointments shall be entered into the official records or minutes of the entity.

In the event of injury or death for the purposes of computing compensation, said volunteer uncompensated workmen shall be considered to be earning a wage that would entitle them to the maximum compensation for death or injury allowable under this title, but in no event shall payments to volunteer uncompensated workmen exceed the maximum limitations for benefits as set out in this title.

Source: SL 1971, ch 278, § 1.

TASK ANALYSIS RECORD

Job Coach _____ Trainee _____ Work Site _____

Instruction Begins at Step [] Position

σCircle P (Probe) or T (Train) and enter data for each collection.

$\sigma\sigma$ Probe Data: Code + for independent/correct response and – for incorrect response.

Train Data: Code + (Independent/ Correct), V (Verbal Prompt), M (Model Prompt), P (Physical Prompt)

TASK ANALYTIC STEPS

Date

RECORD

Situational Assessment

Situational Assessments are essentially the observations of people in work situations. It involves a practice of observing, evaluating, and reporting over a period of time. During this assessment, a consumer's behavior and work performance in a job situation with other employees is observed. This type of evaluation helps the consumer learn the role of a worker, allows the evaluator to access many more work behaviors than can be explored with standardized vocational testing approaches.

For situational assessments to be effective an appropriate work site must be utilized, adequate supervision provided and a means to gather information. Situational assessments funded by DRS and SBVI must include the following requirements:

1. Work site must be with a business in the community, not a segregated workshop.
2. Consumer must perform the work duties as part of the assessment. Receiving a tour or observing a job is not considered part of a situational assessment.
3. Observations and comments will be recorded on a Situational Assessment report form approved by the Division of Rehabilitation Services.

SITUATIONAL ASSESSMENT FORM

Consumer Name: _____ **Date:** _____

Employment Specialist: _____ **Hours:** _____

Location of Assessment: _____ **Type of Job:** _____

I. Referral Reason:

II. Description of Job and Employment Setting:

III. Evaluation:

DIRECTIONS: Record an "X" in the appropriate space that best describes the consumers abilities, behaviors, characteristics, or activities. Record "NO" if the situation was not observed. Record "NA" if the section does not apply. In the comment section, describe the behavior, characteristic, or activity when appropriate. When applicable, include the frequency of its occurrence and the environment it occurs. (Include the antecedent, consequences, location, people, etc.).

1. Strength, Lifting and Carrying

_____ less than 10 lbs. _____ 10-29 lbs. _____ 30-40 lbs. _____ more than 40 lbs.

Comments:

2. Ability to Grip and Hold Objects

_____ Small, light objects _____ Small, heavy objects _____ Large, light objects
_____ Large, heavy objects _____ Needs assistance when holding objects

Explain grip strength by using examples:

3. Endurance

☐ Less than 2 hours ☐ 2-3 hours ☐ 3-4 hours ☐ More than 4 hours

Comments:

4. Physical Mobility

☐ Sit/Stand in One Area ☐ Fair Ambulation ☐ Stairs/Minor Obstacles
☐ Physical Abilities ☐ Mobility assistance is needed (describe below,
wheelchair, walker, etc.)

Comments:

5. Independent Work Rate (no prompts)

☐ Slow pace ☐ Steady/average pace
☐ Above average/sometimes fast pace ☐ Continual fast pace

Comments:

6. General Appearance

☐ Unkept/poor hygiene ☐ Unkept/clean ☐ Neat/clean but clothing unmatched
☐ Neat/clean and clothing matched ☐ Wears appropriate work place attire (shoes,
boots, etc.)

Comments:

7. Communication

☐ Uses sounds/gestures ☐ Uses key words/signs ☐ Does not speak clearly
☐ Communicates clearly ☐ Uses a communication device ☐ Intelligible to strangers

Comments:

8. Social Interactions

☐ Polite, responses appropriate ☐ Initiates social interactions
☐ Initiates social interactions infrequently ☐ Rarely interacts appropriately

Comments:

9. Ability to handle stress

____ Shows no sign of stress or fatigue

____ Shows some sign of fatigue

____ Shows stress or fatigue frequently

Comments:

10. Observations during breaks

____ Operates vending machine without assistance ____ Takes breaks and returns to work on time

____ Interacts appropriately during break

Comments:

11. Correspondence

____ Reads simple words ____ Reads sentences ____ Reads and understands written material

____ Writes simple words ____ Writes complete sentences ____ Types and is able to use a computer

Comments:

12. Attention to Task/Perseverance

____ Frequent prompts, cues and supports required

____ Intermittent prompts required

____ Infrequent prompts/low supervision

____ No prompts required

Comments:

13. Independent Sequencing of Job Duties

____ Unable to perform tasks in sequence ____ Performs 2-3 tasks in sequence

____ Performs 4-6 tasks in sequence ____ Performs 7 or more tasks in sequence

Comments:

14. Initiative/Motivation

____ Always seeks work ____ Sometimes volunteers ____ Waits for directions ____ Avoids next task

Comments:

15. Adapting to Change

☐ Change easily ☐ Rigid routine required ☐ Some difficulty ☐ Great difficulty

Comments:

16. Reinforcement Needs

☐ Frequent required ☐ Daily ☐ Weekly ☐ Reinforcements available at work site

Describe the type and amount of reinforcement needed:

17. Interest (Observed) in Working in this Environment/Job

☐ Very ☐ Some w/reservations ☐ Unsure ☐ Not interested

Comments:

18. Discrimination Skills of Work Supplies

☐ Not capable ☐ Has difficulty/needs cues ☐ Distinguishes between work supplies

Comments:

19. Time Awareness

☐ Unaware of time and clock function ☐ Identifies breaks/lunch ☐ Tells time to the hour

☐ Returns to work after break/lunch ☐ Tells time in hours/minutes

Comments:

20. Handling Criticism/Stress

☐ Resistive/argumentative

☐ Withdraws into silence

☐ Accepts criticism/does not change

☐ Accepts criticism/attempts to improve

If this varies, indicate with whom, male or female, co-worker and/or supervisor etc..

Comments:

21. Orienting to the Environment

_____ Small Area Only
_____ Building Wide

_____ One Room
_____ Building and Grounds

_____ Several Rooms

Comments:

22. Travel Skills

_____ Requires bus/cab training
_____ Able to make own travel arrangements

_____ Street crossing abilities (difficulty crossing street)

_____ Uses bus/cab independently (with or

w/out transfers)

Comments:

23. Behaviors that are not typical or acceptable of the workplace

_____ None

_____ Few

_____ Many

If so, describe behavior and the time of day and who may be close to him/her at the time.

Comments:

24. Asking for Assistance

_____ Peers
_____ Does not ask

_____ Co-workers

_____ Acquaintances

_____ Persons in authority

Comments:

IV. Summary/Recommendations:

1. Functional Limitations in Performing the Job Duties

_____ Many
_____ Some
_____ None

_____ Can be improved with accommodations or

training

Explain:

2. Recommendation for Job Restructuring or Accommodations

Explain:

3. Recommended Services/Supports that May be Needed to Perform Job Duties

- | | | |
|---|--|--|
| <input type="checkbox"/> Clothing/uniform | <input type="checkbox"/> Transportation | <input type="checkbox"/> Medication (monitoring) |
| <input type="checkbox"/> Financial Planning | <input type="checkbox"/> Assistive device/accommodations | <input type="checkbox"/> Tools/equipment |
| <input type="checkbox"/> Job coaching | <input type="checkbox"/> Other | |

Explain:

SITUATIONAL ASSESSMENT

****IDENTIFYING INDIVIDUAL WORK** CHARACTERISTICS ON-THE-JOB**

- ❖ NON VERBAL SIGNS OF WORK PREFERENCES
- ❖ SKILLS IN WORK PERFORMANCE
- ❖ ENVIRONMENTAL PREFERENCES
- ❖ CO-WORKER PREFERENCES
- ❖ TIMES OF OPTIMAL PERFORMANCE
- ❖ RESPONSE TO FACTORS IN THE ENVIRONMENT
- ❖ PHYSICAL CAPACITIES
- ❖ SIGNS OF WORK PLACE REDESIGN
- ❖ FUTURE SUPPORT NEEDS

CONDUCT
SITUATIONAL
ASSESSMENTS TO DETERMINE:

1. ENDURANCE
2. STRENGTH
3. COMMUNICATIONS SKILLS
4. RESPONSE TO SUPERVISION
5. JOB PREFERENCES
6. RESPONSE TO FACTORS IN THE ENVIRONMENT (i.e., noise, movement, objects, space, etc.)
7. OPTIMAL TIME OF WORK PERFORMANCE
8. RESPONSE TO CO-WORKERS, ETC.

Some materials that can assist your students in identifying their work interests, skills and abilities include:

- ◆ Career Development Checklist (see attachment)
- ◆ Awareness Phase (see attachment)
- ◆ Situational Assessment (see attachment)
- ◆ Reading Free Interest Inventory
- ◆ Junior Choices
- ◆ Career O'Roma
- ◆ Future Choices
- ◆ Discover Program
- ◆ The Career Game

Career Development Checklist

Career Awareness

- Can identify parents' and other family members' jobs.
- Can describe what parents and others do on their jobs.
- Can name and describe at least 10 different occupations.
- Can describe how people get jobs.
- Can describe at least three jobs to investigate.
- Can discuss what happens if adults cannot or do not work.
- Can identify why people have to get along with each other to work.

Career Exploration

- Can discern the difference between a job and a career.
- Can identify three ways to find out about different occupations.
- Can state at least three things they want in a job.
- Can identify the steps in finding a job.
- Can identify at least three careers they want to explore.
- Can state preferences for indoor vs. outdoor work, solitary work versus working with others, and working with their hands and tools/machines versus working strictly with their minds.
- Can identify how to get applications and how to complete them.
- Can discuss why interviews are important.
- Can identify their strengths, abilities, skills, learning styles, and special needs regarding work or specific jobs.

Career Preparation

- Can identify career/vocational courses they want to take in school.
- Can describe the educational and work requirements of specific careers and jobs.
- Can identify where education and training can be obtained.
- Can explain steps in acquiring the skills necessary to enter a chosen field or job. Can describe entry level skills, course or job requirements, and exit level competencies to succeed in courses.
- Can identify community and educational options and alternatives to gaining education and employment in a chosen field.
- Can identify the worker characteristics and skills in working with others that are required in a chosen field or job.

Career Assimilation

- Can identify steps to take if they want to advance in their place of employment.
- Can identify educational benefits and ways of gaining additional training through their employment.
- Can explain fields that are related to their current work in which they could transfer.
- Can identify ways to change jobs without losing benefits or salary.
- Can describe appropriate ways of leaving or changing jobs and companies.
- Can relate their skills to other occupations or avocations.
- Can explain retirement benefits.
- Can identify and participate in leisure activities that they can pursue after they retire.

Note: From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Siffington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, 1996, Reston, VA: The Council for Exceptional Children, Permission is granted to reproduce this page.

Relevant Assessment Questions for Career Development

Awareness Phase

- What is work?
- What is a job?
- What are some jobs you know about?
- What kind of work do people do on these jobs?
- What have you dreamed of doing when you finish school?
- What kind of job do you want?
- Where do you want to live, and with whom, when you are grown up?
- Why do people work?
- Why do you want to work?
- What do you enjoy doing when you are not in school?
- What jobs do your mother, father, and other family members have?
- What types of things do they do on their jobs?
- What is college?
- Why do people go to college?
- What is vocational training?
- What is public transportation?
- How would you get where you want to go if your parents did not drive you?
- What is voting?

Exploration Phase

- What jobs are you interested in visiting?
- What exploratory courses would you like to take in school?
- What hobbies do you have?
- What activities do you do in your spare time?
- What volunteer or community service work do you do?
- Did you enjoy your summer job?
- What parts did you like best?
- Do you like being inside or outside better?
- Do you prefer being with other people, or do you enjoy being by yourself?
- Do you enjoy working with your hands and with tools, or do you prefer to solve problems in your head?
- Did you get along well with your classmates? If so, why did you? If not, why didn't you?
- What skills do you have that you can use in these or other courses?

Preparation Phase

- What courses do you need to achieve your career goals?
- What skills will you need to gain entry into those courses?
- How will you prepare to live on your own?
- Will you need to take courses during high school and after?
- Will these courses lead to college courses?
- Does the school have a tech prep program?
- Do you and your family plan for you to attend college?
- Will you gain the skills needed to succeed in college?
- Will you be able to get a job based on your high school and/or college coursework?
- Does the educational program provide job placement and support?
- Can you gain entry into an approved apprenticeship program?

Assimilation Phase

- Can you continue your training and education after you begin employment?
- Does the employer provide educational benefits?
- How can you advance within the company?
- Can you transfer between departments in the company?
- Does the employer offer a good retirement and benefits package?
- Do you have alternatives to pursue if your employer has to downsize or lay off workers?
- Do you have options for continuing education, even for leisure interests?
- Can you transfer your job skills and avocational skills to other employment?

Note: From *Assess for Success: Handbook on Transition Assessment* by Patricia L. Sitlington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, 1996, Reston, VA: The Council for Exceptional Children. Permission is granted to reproduce this page.

Overview of High School Work Programs

1. Project Skills - Administered by Schools and Vocational Rehabilitation

- a. Students with disabilities who are 16 to 21 years of age
- b. Participant wages are paid by Vocational Rehabilitation
- c. Schools provide job coaching and monitoring as needed
- d. Workman's Comp covered by the State of SD
- e. Participants work from 50 to 250 hours
- f. Students work during the school year, but can work summers

2. School to Work - Administered by Local Schools

- a. Mostly high school juniors and seniors
- b. Students at all ability levels participate
- c. Students complete prerequisite course & have good attendance
- d. Volunteer or employer paid work experiences
- e. Work is done during the school year for academic credit
- f. Students typically work 1 to 4 hours per day for a semester
- g. Students are evaluated/graded on their performance at work
- h. Each school sets up their own program
- i. May include job shadowing

3. Project Achieve - Administered by Job Service and Local Schools

- a. At-risk, disadvantaged, or special education students
- b. Participants are 14 to 18 years of age
- c. Early summer for 6 weeks
- d. Students do academics half-days and work half-days
- e. Students earn academic credit for schoolwork
- f. Students paid for school and job attendance and performance
- g. The Dept. of Labor prefers employers to pay one-half of wages

These programs are designed to prepare students for the world of work and also give students the opportunity to try out employment in their career interest areas. Each of these programs requires collaboration between schools and employers. For more information, contact your local high school, Job Service, or Vocational Rehabilitation office.

PROJECT SKILLS OVERVIEW

Project Skills is a program that provides paid work experiences for students with disabilities. The program was implemented in 1996 after the STEP (School Transition to Employment Partnership) Program was discontinued, and it is expected to continue for the foreseeable future.

Project Skills is funded by the South Dakota Division of Rehabilitation Services (Vocational Rehabilitation). Students must have a disability that constitutes a substantial impediment to employment in order to qualify for Vocational Rehabilitation services. Students must also require job coaching in order to qualify for Project Skills. In addition, students must be at least 16 years old, have a vocational goal of competitive or supported employment, and have Project Skills participation included on their IEP or an IEP addendum.

Other requirements for Project Skills include: registering with Job Service, constructing a portfolio which includes a basic resume with references, identification of a vocational goal through interest and aptitude assessments, and participation in job shadowing or volunteer work experiences if possible. The VR Counselor does have some case-by-case flexibility with these requirements.

Vocational Rehabilitation pays participating students minimum wage and covers their Workman's Comp. There is no cost to the employer. Work experience contracts can be written for 50 to 250 hours per year. Vocational Rehabilitation prefers that the student work during the school year, but students can work during the summer if the school district guarantees that staff will be available to assist the student. Students can participate for more than one year with the approval of their VR Counselor.

School districts are required to match 30% of the student's wages through direct staffing costs or by purchasing job development, job coaching, or monitoring services from an approved provider.

COMMUNITY CAMPUS

(Western Mall, 2101 W. 41st, Sioux Falls, SD 57105)

This program is designed for students who have completed their four years at the high school, and who are now age 18 to 21 who could benefit from community based skill training.

This program is located at the Western Mall, and is designed to offer skill training in the areas of employment, and independent living. It includes skill development in areas of social skills, goal setting, and self-advocacy. Each person's program is individualized depending on their specific goals. Most students will be working in the community part of the day.

Guidelines to help you determine if the student is ready for this type of program are as follows:

- ◆ Stay on task unassisted for 30 minutes
- ◆ Work in the community with a job coach
- ◆ Use community transportation (bus or paratransit) unassisted, with two weeks of coaching
- ◆ Perform routine work and daily living tasks unassisted, except for physical limitations
- ◆ Communicate personal needs
- ◆ Maintain appropriate behavior without physical management
- ◆ Follow 2-step directions
- ◆ Remain in the work area with a 1:5 supervision ratio
- ◆ Academic performance below the 5th percentile
- ◆ 18 to 21 years of age

If your students meet most, but not all of these criteria, consult the supervisor of secondary special education. To refer students to this program, contact the supervisor of secondary special education.

POST SECONDARY EDUCATION

Preparing for post secondary education requires many steps. It is helpful to have students contact post secondary institutes in their sophomore and junior year to start gathering information. The school representative can also be invited to the IEP meeting. This may also provide some students with an opportunity to find out or decide for themselves that they can not meet the entrance criteria.

Since transition planning begins at age 14, the IEP team and the student can begin planning for the student's course of study for the high school years in order to help prepare for post secondary education.

The Department of Education and Cultural Affairs/Office of Special Education have developed a handbook which would be helpful to students titled "Making the Most of Post-Secondary Education in South Dakota, a handbook for students".

Supplemental materials titled "Become Your Own Expert" is another useful tool especially for students with learning disabilities.

Post secondary institutes provide a workshop for sophomores and juniors who are interested in exploring post secondary education titled "Catch the Wave".

Name _____

Date _____

Transition Check-list

Have you...

Planning for Learning After High School

- _____ Described your disability out loud and explain what you do because of your disability?
- _____ Described your learning styles out loud?
- _____ Demonstrated independence by writing some of your own IEP goals?
- _____ Learned about your civil rights and the responsibilities of high schools and colleges under Section 504 and the Americans with Disabilities Act?
- _____ Selected classes with parent input that will prepare you academically for college or vocational/technical school (e.g. word processing, public speaking, study skills)?
- _____ Self-advocated with parents, teachers, and peers? Describe:
- _____ Tried out accommodations and auxiliary aids that LD teachers deem appropriate (e.g. taped textbooks, note takers, extra time on exams)?
- _____ Learned how to talk to teachers since they don't give you anything that you don't ask for?
- _____ Know how, when, and where to discuss and request needed accommodations?
- _____ Managed your study time well?
- _____ Attended college/career events in your district?

Recreation and Leisure

- _____ Enrolled and participated in a recreation/leisure class in the community?
- _____ Learned how to plan recreation and leisure activities (where, when, cost, transportation)?
- _____ Practice healthy fitness habits?
- _____ Joined a club or organization?

Living Options

- _____ Explored future living options
- _____ Talked with others who have been through the transition of moving into another setting?

Personal Living Skills

- _____ Developed housekeeping, budgeting, and cooking skills?
- _____ Developed math, and reading skills you will need as an adult?
- _____ Developed skills needed to solve problems with others?
- _____ Learned about your health care needs?
- _____ Learned how to open a bank account, write a check, budget money?
- _____ Identified the changes in your legal rights and responsibilities for when you turn 18?

Transition planning, is planning for this year, building upon last year, and mapping out steps which will build onto future planning to achieve long term goals for your student's life beyond high school.

To assist your students to “*GET A LIFE*” after high school, remember L.I.F.E. =

L = learn about community resources and facilitate adult service connections

I = inform students about their options and opportunities

F = find ways to transfer functional skills

E = engage parents in the planning process